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ABSTRACT

Twenty-eight short descriptions of projects and programs on topics of interest to school librarians and media specialists are presented. Among the ideas suggested by teachers are: (1) encouraging the return of overdue books; (2) involving staff and students in the operation and use of the library or media center; (3) creating displays and bulletin boards; (4) stimulating interest in little-used books; (5) organizing library clubs; (6) assisting students with library skills and research topics; (7) selecting student aides; (8) recruiting volunteers from the community; (9) making new covers for worn paperbacks; and (10) motivating student interest in reading. (EM)

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TIPS and Other Bright Ideas

Share your good ideas, helpful hints, and innovations in the Tips and Other Bright Ideas columns. Articles can be a few sentences or several paragraphs long. Put the emphasis on why you undertook the project and how it was carried out.

Contributors to this column choose a book for their personal libraries from a list of best sellers.

Guess the Teacher

Each faculty member is asked to bring a photograph of himself or herself in "younger days." It can be in childhood or youth, but we prefer that there be no baby pictures. The pictures are mounted, numbered, and placed in an exhibit case with a sign, "Can You Guess These Faculty Members?"

Announcements are made over the intercom each day referring to the contest. The students must come to the media center to obtain the ballot. When it is turned in, it must be stamped in the time clock. On the designated date, the winners are determined and their names announced over the intercom. Much laughter, amusement, interest and guessing are created. It's fun for the faculty as well as the student body.

—*Ola Belle Tillman, Lake Wales, Florida, Senior High School*

Media Center Messages

One simple method of publicizing the media center is by using note paper or stationery that carries the center's name and artwork. Our school system duplicates materials with a Zerox Copier 9400 so it is easy to create an attractive note paper with a library/media logo and letterhead. If a copier is not available, use a mimeograph or ditto or even have the school's printing class do the job.

We easily found pictures that represented the philosophy of our media center and used the catch phrase, "Media Center Message." This appealing note paper gains the attention of the reader and is one more way of keeping the media center visible.

—*Paula Nespeca Deal, North Olmsted, Ohio, High School*

Overdues Again

Our school district will not hold up report cards because of overdues, but one strategy that our principal will allow is that of refusing book check-outs during the second half of the school year to any student who still owes a book or fine from the first semester. Students may come into the library with their classes or on an individual basis and are free to browse in the stacks or to use the *Reader's Guide* and reference books.

A list of delinquent students is kept at the check-out stations. No one on that list may check out a book, a magazine, or any special reserve material. When they really need this material for a class, many students will find the book or bring in the fine. Naturally, consideration is given to any student with a special problem, such as fire, flood, or a death in the family.

—*Marie E. O'Connor, Hillcrest High School, Country Club Hills, Illinois*

Student Hobby Displays

During National Hobbies Month (January), students were encouraged to bring in their collections for display in the library's large glass-enclosed cases. This was so popular that we had a waiting list of youngsters who wanted to exhibit. What had been a one-month project was continued until the end of the year.

The library has displayed everything from butterflies to beer cans. Some displays are traditional collections like dolls, shells, stamps, baseball and football cards, comic books and model trucks. Others are unusual like miniature elephants and all kinds of bears.

We have not exhibited coins or anything with a monetary value that would encourage theft. The glass cases are locked but they could be easily broken into.

—*Anne Barry, Johnson Park Middle School, Columbus, Ohio*

Term Papers

The assignment of a term paper strikes fear into the hearts of even the best of students. To alleviate some of this stress is the goal of the teacher and librarian cooperative planning and teaching at Jay County High School. The term paper itself is required the last six weeks of the semester but the selection of a subject and general reading starts several weeks earlier.

Choosing a subject seems to be as big a

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problem as finding materials, note taking and writing. The librarian is well qualified to offer suggestions and should be actively participating in this phase of the term paper process. Experience will have taught the librarian the ideas teachers wish the students to use and the general subjects and materials teachers will accept. The librarian knows both the "old standbys" and the newly arrived materials. She can direct students to specific classification numbers where they have to search tables of contents and indexes of books. Some valuable gems simply are not found by the average student using a Dewey catalog.

Visits to the classroom during the first nine weeks of the semester set the stage for the actual research process. Using broad subjects, I prepare a short bibliography and a list of suggestions for writing. I take the books to class and explain how each book may be used.

This semester I used the following subjects: Muckrakers, Writings of the Holocaust, Civil Rights and the Written Word, Gothic Stories, Short Stories of a Decade, Writers for the Stage, Life Through the Eyes of Black Women, Mythology in Today's Living, and Victorian Fiction. Each bibliography includes fiction, biographical writings, and reference materials. Students are encouraged to choose titles to read that will acquaint them with a subject but no formal book report is required.

When the time comes to choose a subject and actually start the term paper, several small but significant steps will have been accomplished. Each student should have read a fiction and nonfiction book related to a broad topic. They will have a list of reference materials to consult. Most importantly, they will have chosen a subject and become somewhat familiar with the materials that are available. Last (but not least) they will see that the librarian and the teacher are a working team concerned with helping them learn.

—Virginia C. Felts, Jay County High School, Portland, Indiana

Doughnuts for Books

A "bribe" has proven effective in getting books returned to our junior high library at the end of the year.

A week before the library closes, each homeroom teacher is given a list of his or her students who have books out or unpaid charges. Doughnuts are promised to all homerooms with a clear record by a given date.

Peer pressure brings the money and books in much faster than any amount of pleading by the library staff. Doughnuts are purchased out of service charges collected.

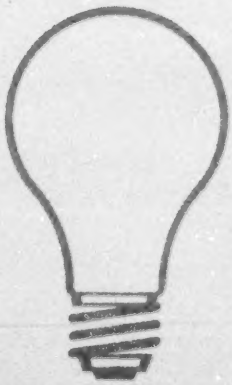
—Mary Vos, Ordean Junior High School, Duluth, Minnesota

Bring Out the Older Titles

To renew interest in older titles in our collection, we have featured some of those books with attractive covers on the table where we normally display new books. Also, older books were selected for displays to coincide with an assignment or an event in school. For example, when one English teacher was assigning biographies, we pulled those from our shelves featuring people that students can relate to and those that have interesting titles. When rehearsals for the school musical were being held, we featured books focusing on various types of music—opera, jazz, lyrics from musicals, folk music.

The cover of a book is always more appealing than its spine, which is all the patron sees when the book remains on the shelf. Several teachers mentioned that they were unaware of these items in our collection, and some of the books were checked out.

—Linda S. Neff, Hoover High School, Canton, Ohio



Book Prices

When processing new books, I also put the price of the book on the book card. This saves lots of time when a student rushes into the library between classes to inquire which book he has lost and how much it cost.

—Lura M. Richardson, Barnwell, South Carolina, High School

TIPS
and Other Bright Ideas

Ten Tips for Keeping Your Bulletin Boards Fit

In a rush? Not enough time in the day? Can't draw a straight line with a ruler? Suffering from imagination loss?

If most of you are like me, there aren't enough hours in the day for all the jobs a high school librarian does let alone time to create imaginative, colorful and meaningful bulletin boards every two or three weeks.

Try these 10 easy tips to help relieve those bulletin board blues!

(1.) *KISS–Keep it Simple.* A few pieces of art and a simple message centered on one idea make a more powerful bulletin board than an elaborate design. The bulletin board will not only be easy to make and to store, but the simple idea provides an instant message to the reader.

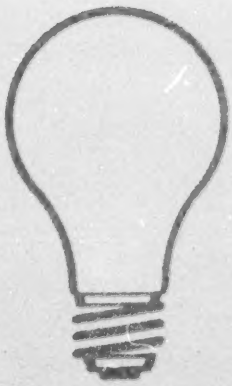
(2.) *Clip artwork from newspapers and magazines.* Holiday items such as witches and turkeys are especially helpful for those of us who have little imagination and even less artistic talent. Ads are a terrific source for lettering and art that is clever and effective.

(3.) *Keep a card file* (4" × 6" is the perfect size) of ideas for current and future bulletin boards. Sketch art ideas, appropriate headings, and suggested materials taken from ideas from books, magazines, and other libraries.

(4.) *Store artwork and even entire bulletin boards* for future use. One method is to use a folder for each bulletin board with all materials placed inside and a photo or sketch attached to the outside. All pertinent information such as materials used, type of lettering, date, and place used, are written on the folder. Store larger art in a flat box with a cross reference from folder to the location of the artwork. Place all clip art in the same file under appropriate subject headings (i.e. animal figures under the heading Animals).

(5.) *Use the opaque projector for drawing.* Any art or cartoon characters can be enlarged and reduced to fit your bulletin board needs.

(6.) Use student aides/volunteers for the time consuming tasks of drawing art and lettering. Students like to help draw, color and cut out artwork. Not only does it keep them busy, but it also helps develop a sense of pride in the library when they can contribute something. Identify potential artists in the school and use their talents.



(7.) *Take pictures of your bulletin boards for future reference.* Write pertinent information on the picture (date, place, occasion used) so that if you want to recycle a bulletin board you can keep track of the time that elapsed between usage.

(8.) *Materials* for bulletin boards are expensive if purchased and are especially low on the list of expenses for cost-conscious librarians. Simple materials can be converted to unusual designs. Construction paper, markers, wallpaper samples, contact paper, scrap material, crayons, colored pencils, even the backs of old travel posters are all examples of very inexpensive supplies that can be used to create bulletin boards.

(9.) At the beginning of the year or each semester make a *tentative schedule or plan* of bulletin boards. Naturally the plan may change during the year, but at least block in the major holidays and other events that you plan to focus on such as National Library Week or Black History Month. By scheduling, you can complete all art ahead of time and insure that all the necessary materials are available when you need them.

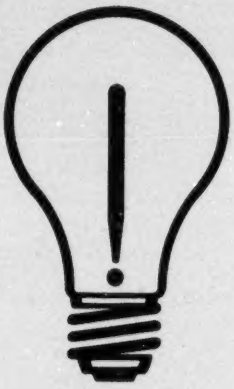
(10.) *Change bulletin boards frequently* to employ the full impact of the message. Three or four weeks is the maximum length for keeping a bulletin board. It loses its purpose if it is kept longer. For holiday bulletin boards, take them down as soon as the holiday is over.

These ten tips may not cure all your bulletin board blues, but they will ease some of the aches and pains of bulletin t oarditis.

—Cathie Hilterbran, Adena High School, Frankfort, Ohio

An April Fool Joke for Overdues

Right after the first period bell rings on April 1, we announce a free day in the library. All overdue books can be turne t in with no fine assessed. This does not excuse past fines but it



does truly eliminate any fines on overdues turned in that day. The sad part is that some students think it is an April Fool joke and don't turn their overdues in. But many can see that it really isn't a joke.

The free day cannot be done on the same day every year or some students would hold all their library books to be turned in on April 1! As an alternative and a chance to have at least one free day each year, we also select a Friday the 13th during the year for a lucky free day.

—*Sarabeth Blanck, Richardson, Texas, North Junior High School*

A Test for Junior High School Library Helpers

I have to rely heavily on junior high school students in our K-8 library because I have no clerical help.

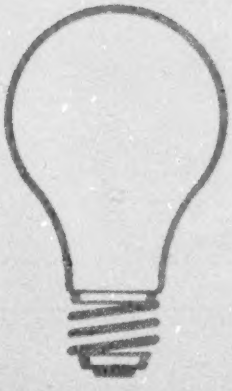
The first time I asked for helpers, I was flooded with hopefuls. The majority saw a chance to escape study hall, and few had any desire or aptitude for library work. To be fair, I gave every volunteer a tryout. (What do we teach students about judging a book by its cover?) However, the time I spent correcting gross mistakes convinced me I had to do something else.

I devised a library test. First, every applicant received a two-page set of basic, but vital, filing rules covering alphabetical and numerical order. A testing date was set for a week later.

Less than half of the students returned to take the test. Of those tested, less than half had studied the rules sufficiently (if at all) to pass it. The survivors were students I could count on to perform routine library work with minimal instruction, and most were eager to learn more complex skills as well.

The three-part test takes about 30 minutes to complete.

Part 1 requires the student to alphabetize 30 catalog cards, with only a title typed on each card. The titles begin with problem words, such as abbreviations, numbers, articles, and words that students mistakenly believe are not used (and, that, my).



In Part 2 the student arranges in sequence ten Dewey Decimal numbers, presented in random order, ranging from three digits (796) to six digits (796.357) and one non-sequitur (769).

Part 3 asks this question: What do you think is the main benefit of a school library?

Passing this test seems to give the students an extra measure of pride in their work, and no one claims he didn't have a fair chance to be a helper.

—*Marilyn Knop, Benld, Illinois, Attendance Center*

Revitalizing Paperbacks

Do your paperback books often come back minus the cover or with a tattered and torn one. This is a very frequent happening in most libraries and one we have solved by making new covers from the heavy-duty front and back covers of out-of-date publishers' catalogs.

In our school library, we assign student aides the task of filing publishers' catalogs. When a new catalog arrives, they remove the covers from the previous year's catalog of that company. Those covers are then arranged together in categories such as outdoor scenes, school scenes, animal pictures, and geometrical patterns.

When a new paperback cover is needed, it can be chosen from the category that displays a suitable design. We reinforce the catalog cover with lightweight cardboard, cut both to fit the book, and attach with binding tape. Then we cover both front and back covers with clear contact paper.

The paperback book now has a sturdy and attractive cover, the pages are protected, and the life of the book is prolonged for many more circulations.

—*Eloise Richardson, John Evans Junior High School, Greeley, Colorado*

TIPS
and Other Bright Ideas

How To Recruit Volunteers

"Oh Dorothy, how lucky you are to have so many volunteers!" a friend recently said. How often have I heard that comment during my many years as a school librarian. Suddenly I heard a different kind of remark as my usually quiet husband interjected: "Believe me, Jean, it isn't luck. My wife is always working with her volunteers. Sometimes I have to make an appointment in order to use the telephone."

Actually, both Jean and my husband are right. Luck and timing are factors in recruiting volunteers; but I work hard at it too, and have developed a few techniques which I find very useful in locating those all-important individuals. Yet, wherever I go, I hear about overworked and frustrated librarians who have "no one to help them." Perhaps that is reason enough for me to share with you the following methods of recruiting volunteers.

(1.) If a letter or newsletter is mailed to parents prior to the opening of school, ask your principal to include a notice asking for volunteers for the media center. Emphasize that no experience is necessary, that training is provided, and that schedules may be quite flexible. If possible, include a form that may be filled out and returned by mail.

(2.) Get to know the teachers of the school; make time to be with them during lunch hours or after school. Support them in their professional needs. Ask them for the names of parents or grandparents who might have time to help in the media center.

(3.) Make no promises about schedules and duties until after you have interviewed potential volunteers. If they can read and write English, they can be trained to help. Those with few clerical skills and little experience may turn out to be the most reliable for they will appreciate being able to help and may not have many other commitments.

(4.) Attend the first PTA meeting and, if possible, announce that you need volunteers. Ask anyone who has two free hours a week to meet with you after the PTA meeting. At that time, make an appointment to interview them in the library.

(5.) Prior to the opening of school, get a list of all parents who are new to the school. Contact them individually, preferably by phone. These may be the parents who will be most eager to get involved.

(6.) If parents and grandparents are not available, talk to the principal and teachers about the possibility of using parents during their free periods. This works bests on a one-to-one basis and for a period of time not exceeding 45 minutes per day.

(7.) During a book talk, have a brief discussion about mothers and grandmothers at home. Note the names of the adult family members who are at home, get their phone numbers, call them and ask if they could stop in at the library to discuss being a volunteer. (This technique is a bit "sneaky" and I would use it only in times of desperation.)

(8.) If an Open House is planned for the school, arrange to be either in the library or out in the hall. Invite parents to visit their childrens' library. Serve coffee and doughnuts in the media center. Parents are sometimes intimidated by librarians and teachers—especially if they have not spent much time around libraries and schools.

(9.) Advertise in your neighborhood paper or contact the local volunteer action agency in your city.

(10.) Attend school dances and other PTA functions — always with a smile and willingness to talk to parents. Use your personality and be assertive. Potential volunteers want to know for whom they will be working. It sometimes takes a while for parents to become comfortable with a new librarian.

(11.) Once you have one volunteer, treat her with respect and consideration. She is very valuable and where she came from, there may be more.

With the addition of a staff of volunteers, your whole career situation may change for

the better. You will certainly become more confident, as well as more competent, as routine tasks are shared, new ideas are exchanged, friendships develop, and your media center becomes a more interesting and vital place.

—*Dorothy Nartker Foulk, St. Mary's Elementary School, Columbus, Ohio*

Reading Polls

A leisure reading poll taken among our junior high students showed that they have many reasons for selecting one book over others. For example, most students wanted a book about an interesting subject and of a length that they could easily manage. Most did not want either a thin or a thick book; but they did realize that it takes about 100 to 190 pages to tell a story well.

Students liked to get a book that had been recommended by a friend, or one by an author they were familiar with.

Most of the students liked a book that would help them learn about themselves, their families or about life in general.

Some students said they liked to read the jacket blurps about the book.

Most students felt that the book must begin with action in order to keep their attention. A story filled with suspense or a scary setting was also desirable.

The poll clearly indicated that our students enjoy reading, know contemporary and classic authors, and have good definite reasons for choosing their leisure-reading materials.

The poll also asked students to name their favorite authors and favorite subjects. The results of the pool were made available in the library and the favorite titles appeared in the display case.

—*Carol Dosky, Woodward Park Junior High, Columbus, Ohio*

"I Can't Bring My Rockwell, But...

While employed as a librarian in a rural community in Michigan, I initiated the practice of holding an open house in the school library every spring.

By the fifth year, interest had grown in the annual project to such a degree that many area residents would bring their art work, china paintings and collections of Indian artifacts and hobbies. It was a marvelous event which began drawing huge crowds that spilled out of the library and down the halls. Even small manufacturing companies exhibited their products to acquaint the community with their work and try to entice high school graduates to remain in the community.

One year I learned that a new family in the neighborhood had a set of four original Norman Rockwell paintings. Of course, I asked if they would allow us to borrow at least one for the open house.

At first they declined with excuses about security (we had the police there with a drug exhibit), proper lighting (we had a wall with indirect lighting), and the fact that some of the paintings were elsewhere in a vault (oh well, maybe next year). However, they gave in to my persistence and agreed to bring one to the show.

Two days before the spring event they called with apologies that they couldn't bring the Rockwell but would a piece of sculpture be all right? At that point, I thought it might be an item one of them had done and agreed to the change.

The day of the open house, the husband came in swinging something covered with a terry cloth towel in his right hand. When he unveiled it, we discovered that it was an original, signed and numbered Frederic Remington bronze!

—*Marie R. Sivak, Library-Media Supervisor, Illinois State Board of Education*

TIPS
and Other Bright Ideas

Eight Ways to Rope Them Into the Media Center

You will go a long way towards becoming indispensable if you incorporate some of these strategies. Please note, though, for ultimate success, that all these ideas begin with "I."

1. INVITE

- teachers for a cup of coffee. Use your petty cash to purchase a coffee pot for hot water. Dispense (or sell) bags of tea, hot chocolate, or soup.
- new staff members to a get-acquainted continental breakfast in your center before school in the fall.
- staff to hold meetings and gatherings at your place. Host board meetings and education association meetings in the center.
- staff to a grand opening with refreshments at the beginning of the year. Have an appreciation party at the end of the year with punch and cookies.
- yourself to team and departmental meetings. Let them know you're interested instead of waiting to be asked.

2. INFORM

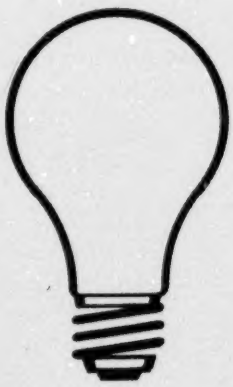
- with "advertisements" in the daily bulletin and spot announcements on the P.A.
- with a weekly newsletter rather than multitudinous lists of new materials. Write your communiques short enough to be read between the mailbox and the nearest wastebasket.
- by maintaining catalogs of A-V hardware and software, textbooks, film rentals, library books, tests, etc.
- by creating a bulletin board in the lounge to post your services, new materials, and displays. Make it a policy to change it every two weeks.
- by routing extra catalog cards to teachers who might be interested.

3. INCLUDE

- school secretaries and custodians in your concept of "staff." They can be tremendous allies for the operation of a successful center.
- school board members and administrators occasionally so that they can see your rapport with the teaching staff.

4. INVESTIGATE

- joining a system's library to secure professional titles.
- what new courses will be offered in your school and ask teachers to help you recommend materials.
- copying facilities in your center and the possibility of a bypass key for teachers' use.
- pooling departmental funds with yours for big purchases that are mutually usable.
- an AV catalog in book format for each teacher. Possibly you could develop a loose leaf notebook with clippings from publishers' catalogs.
- what the curriculum of your school really is. Borrow textbooks if you don't have a copy and outline the topics covered. (To be an expert for your teachers you must know what is being taught.)



5. INSTRUCT

- by offering workshops (with educational credit if you can) on practical topics—operation and use of AV equipment, design of activity sheets, creation of educational games.
- by having sneak preview days of new films and AV items.
- by offering courses of personal interest in your center. Sponsor a cardiopulmonary resuscitation course or have an expert demonstrate the Heimlich maneuver.

6. INDIVIDUALIZE

- by tailoring your services to fit the demands and needs of your staff. Offer the things they want — book talks, laminating, bibliographies — whatever your staff deems necessary.
- by developing interest units. Gather all the items on a topic for a teaching unit — posters, maps, films, filmstrips, books, records,

realia — and put them on a movable cart to use in the classroom.

- by circulating items needed by classes, whether it be cameras, calculators, or reserve textbooks.
- by actively recruiting faculty input for regular and special purchases.
- by purchasing requested materials to the extent your budget allows. (Avoid the temptation to buy what you like by saving half the funds for yourself.)
- by having student AV operators available for those who aren't comfortable with machines.
- by featuring teachers' projects done in the center as a special column in your newsletter.

7. INTEREST staff

- by accommodating personal book orders (yes, it is a nuisance but appreciated).
- by obtaining materials needed for teachers' course work (through purchase or interlibrary loan).
- by offering catalogs of auto parts, seeds, patterns and even free IRS pamphlets in the teachers' lounge. (Label them *Compliments of the Media Center.)*
- in coming to your facility by trying to relocate the lounge, workroom, or departmental offices adjacent to the center.
- by recognizing teachers. One librarian dubbed the most frequent user of his facility as "Teacher of the Month" and included his name in the district newsletter.
- by combining forces to create mutually beneficial projects. One creative individual works with the art department to supply staff with classroom calendars complete with student art and school holidays and special occasions for her center prominently noted. Industrial arts departments can create record browsing bins and barrels for the cost of the materials. Enlist the home economics department to make large pillows for the reading pit.

8. INVOLVE

- your staff in completion of a questionnaire rating your services, facilities, and materials. Share results with them.
- your staff in contests. Have them name your newsletter or feature an artist of the month in the lounge. Ask them to be judges in your student contests.
- teachers by offering to team teach units.
- the teachers by developing a sequential skill development series for students. Student demand will be a built-in factor in the use of your center.
- by asking school club sponsors to invest some of their club finances to purchase items for the center that are of interest to their members. And if they do, publicize that fact widely.

—Prepared by the Public Relations Committee of the Illinois Association for Media in Education.

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Contributors to this column choose a book for their personal libraries from a list of best sellers.

Color-coding for Overdues

There were several reasons why I found keeping a list of students with overdue materials at the check-out desk was unsatisfactory. For one thing, the list changed daily. Students' names were removed from the list but each day brought new names to the list. I had to retype the list each day and was spending too much time on this task. Another problem with the list was that student aides would be overwhelmed by the number of students checking out materials and forget to check the list. Consequently, students with overdue materials were inadvertently being allowed to check out additional materials (contrary to our library policy).

I decided to make up a card for each student enrolled in our school. In addition, I color-coded these cards. I used green cards for seniors, salmon cards for juniors, blue cards for sophomores, and yellow cards for freshmen. The cards I used were inexpensive book cards. I alphabetized the cards and put them at the check-out desk.

Each time a student wants to check out a book, the library aide looks up the student's check-out record card. If that student has overdue materials, there is a paper clip on the card. The library aide informs him that he cannot check out additional materials until the overdue items are returned.

If the card has no paper clip, the library aide stamps the book card, puts a date due card in the book pocket, and stamps a date due for each item checked out on the record card.

When materials are returned, the process is reversed. The library aide finds the check-out card for the item, pulls the student's record card, and crosses out the date due stamped for that item.

This simplifies my job greatly. At the end of the day, I take out the cards for materials not returned on time and put paper clips on the student record cards. The next morning, overdue notices are made out and sent to the homeroom teachers.

I use a rotating color system. Each class is assigned a color as freshmen, and the color remains the same until the students graduate. At the end of this school year, I will simply pull out all the green cards (for seniors). In the fall of 1983, I will only have to make up new green cards for incoming freshmen and check the computer printout enrollment sheet to add new students or pull cards for dropped students. Many students will use only the one card during their four years in high school, but what pleasure it gives us to find a totally filled-up card and have to make a new one.

This is the fourth year that I have used this system, and I am very pleased with its success. Not only do the color-coded cards help with overdues, but they also provide a record of each student's use of library materials.

—Sandra Kottler, Media Center Director, Jennings, Missouri, School District

Services to Teachers

Last year we started two projects that appeared to be popular with teachers. First, in an attempt to update teachers on the content of current journals, our library staff produced our own version of a current awareness service. The staff copied the tables of contents of current periodicals that would be useful to specific departments. We bound these tables together and circulated a copy among the members of each department.

Teachers often don't have time to browse through current journals. This service saves them time and helps them to keep up-to-date with important journal articles in their subject field.

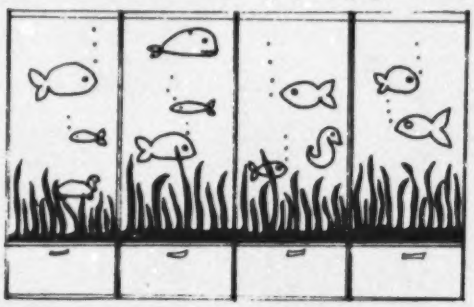
Our school is experiencing declining enrollment like countless other schools. Therefore, there will be more teacher layoffs in the near future. The library staff has been gathering material on alternative careers for teachers. These materials are placed in files and circulated among staff members.

—Molly Warren, Des Plaines, Illinois

Use Your Windows for Display

Until we recently remodeled and enlarged our media center, we had six large windows that looked out over the school football field. Pulling the curtains open, we found that our room looked larger and airier. We decorated our panoramic view with the seasons: large paper snowflakes for winter, drifting flower blossoms for spring, falling leaves in the autumn, but the school favorite was the anytime-okay aquarium.

Sea grass was cut from lime green construction paper, and the fish and other aquatic life were made from other colored papers—and



not necessarily true to life. The blue Kansas sky provided the perfect water. Even tiny bubbles of medium blue paper were added to complete the scene. Our students and staff would comment on how much they enjoyed the aquarium sense of tranquility.

—Carol A. Burbridge, Jardine Middle School, Topeka, Kansas

Library Club

We have a Library Club averaging from about 15-20 students each year. Their duties are many and varied: checking in books, checking on absentees in each classroom each period, checking out books, shelving books, putting up magazines, making sure the library is kept straight.

Our club also has an annual fund-raising project. The last two years we have sold candy. With this money we take a field trip to a nearby town famous for its antebellum homes, go out to eat, and shop.

The students have worked hard all year so I feel each member deserves a reward. Also, we began purchasing books that will benefit our students such as dictionaries, books on drugs and alcohol, and fiction. This not only benefits our collection in general but also helps give our student body more teenage fiction to read.

—Vicki Bell, Librarian, Eupora, Mississippi, High School

Finding New Readers for Lonely Books

To attract new readers for books that have not been checked out for a while, I make a sign with a crying Smiley Face that reads, "I haven't been read since _____ was in 6th Grade."

To do this, I look to see who were the last students to sign the card and try to select a name that other students would be familiar with. For instance, students who have a younger brother or sister still in the school.

—Patricia L. Albert, Our Lady of Perpetual Help School, Grove City, Ohio

Unearthing Lost Periodicals

Many of my high school student library patrons would rather pay for a lost back issue of a magazine than go to the trouble of hunting for it. I tell any student who has lost a magazine that I do not like to write letters to the publishers asking for replacements any better than he does, and I didn't lose the magazine!

Therefore, the student must

(1.) find the address of the magazine from a current issue,
(2.) write a good business letter asking for the lost issue,
(3.) enclose the price of the issue,
(4.) address and stamp the envelope,
(5.) bring the letter and envelope to me for corrections of spelling and form, (I tell them I don't want the publisher to think our students are ignorant!)
(6.) rewrite the corrected letter if necessary
(7.) bring the letter to me to seal and mail.

TIPS
and Other Bright Ideas

I used to have the student mail the letter until I failed to receive seven magazines that one student had written for!

Many times this procedure gives the student an incentive to make a thorough search, often unearthing the lost periodical. If not, writing the letter gives him some practical experience in writing a business letter and a more careful attitude toward any magazines he checks out in the future.

—June B. Rice, Librarian, Paintsville, Kentucky, High School-Middle School

Free Research Ideas

To give students research ideas, I prepared lists of topics from *Reader's Guide* and laminated them. Our art teacher pinned these lists on corrugated paper with the words "Free Research Ideas" written on poster board. The display brightens the wall behind the index table, and gives the students ideas beyond the usual topics of child abuse, drugs, atomic war and abortion.

I picked topics that I had plenty of information about and that would be of interest to high school students.

Since the laminated lists are easily moved, I can change the lists often or leave a blank paper up to write in current topics.

Best of all, the display took little time to prepare. Typing was the biggest chore. The art teacher had posters made and the display mounted within 20 minutes.

—Don Sheneberger, Librarian, Tillamook, Oregon, High School

"After the PTA meeting, I'll meet you in the library . . ."

Our library sponsors a school club for war games enthusiasts. The club plays fantasy games and reads *Dungeons and Dragons* books which can be checked from the library for extended periods of time. The group also cooperates with the big game days at the city's recreation center.

But most important, the students have a two-hour play scheduled in the library every PTA meeting night. This brings parents to the meetings and into the library for a look at our collection and for some relaxed conversation with the librarian before and after PTA.

I love it, the kids love it, the parents love it, and the school administration does too.

—Sarabeth Blanck, Librarian, Richardson, Texas, North Junior High

On Being A Librarian

I have several projects since I have been librarian that I try to accomplish each year. The following are some examples: updating AV equipment, new shelving in the fiction section to make room for our expanding paperback collection, a program with the English department to help coordinate library skills with English skills, indexing AV material in the card catalog and shelf list, donations of dictionaries and books by the Library Club, and revision and updating of our card catalog. Also, each year I work on a librarian's handbook and put in book form all of my duties and accomplishments so I will have this in future years to look back on.

—Vicki Bell, Librarian, Eupora, Mississippi, High School

Student Art Displays

Bulletin boards and displays can be the worst part of the job for an unartistic librarian. Why not use the space as a gallery to display student artwork? On a wall in our library that previously displayed cardboard reproductions of Independence Hall (tacky), dark cork was hung. Now, in conjunction with the art department, the "show" changes frequently. Sometimes blockprints, sometimes watercolors, but always something attractive and interesting.

We have hung mobiles, puppets, even pinball machines from our light fixtures. Small sculptures have decorated our low shelf tops.

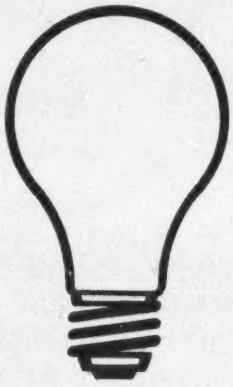
A life-size soft sculpture of a woman once greeted students as they entered our door.

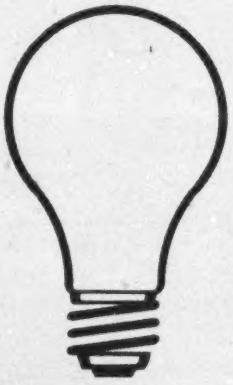
In the spring the library sponsors one-man shows for those seniors with an accumulation of work. One boy, interested in taxidermy, brought examples of his art into the library for display.

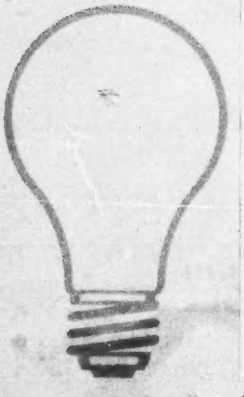
We often use the school's morning announcements to advertise a change in shows. A laminated sign in the hallway outside the library is easily changed with each display.

This means of decorating a library may not have a book or reading theme, but it does provide student artists with a public display place and may cause your patrons to think of the library as more than just a place for books.

—Greer Argyros Mulholland, Librarian, Brentwood High School, Pittsburgh, Pennsylvania







Christmas Decorations

No time to decorate for Christmas? Have an after-school decorating party for your library aides. All it costs is cake or cookies and punch. The aides will have fun decorating the library.

—Deborah Cocanig, Librarian, Lourdes High School, Chicago, Illinois

Teaching Library Skills By Doing

Learning of Library Skills is often not Number One on the Hit Parade for most of our students. I have found another method that seems to work for us much better than giving out isolated facts and a short answer quiz which is forgotten the minute students leave the library.

I teach library skills in conjunction with the social studies department. At the beginning of each year, I spend one week with all the freshmen. I teach the skills and use of various reference books for a couple days. The rest of the week students work on a paper to be given to their social studies teacher. It is usually a simple three-page report on an important person in history. This way, the freshmen become acquainted with the library and reference books very early in their high school career.

—Barbara J. McKee, Media Director, Streetsboro, Ohio, Schools